

95 Phonics Core Program®

GRADE 1

Product sample

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Introduction

Introduction

Description of *95 Phonics Core Program™ (95PCP™)*

The *95 Phonics Core Program™* is a K–3 phonics strand taught with the whole class within the Tier 1 reading block. This program is consistent with a core value of 95 Percent Group, which is that reading instruction should be teacher directed. Although digital tools are included, this program is grounded in the belief that the teacher—not a computer—teaches students how to read. The 30 weekly lessons in this program are designed to teach for 20 minutes daily as one portion of a comprehensive reading and language arts curriculum. This program serves as a phonics and word study strand that enriches the other important strands of a school’s existing literacy program, including read-alouds, oral language and vocabulary development, reading of authentic text, comprehension instruction, and process writing.

Teachers can extend the time beyond 20 minutes if a slower pace is desirable, or they wish to add more practice opportunities. The program also includes an optional weekly spelling list of 10 words; teachers choosing to use this will need an additional 5 minutes on Day 5 to dictate the 10 words for a weekly spelling test.

Rationale for Developing the *95 Phonics Core Program*

Clients have often asked 95 Percent Group to consider developing a Tier 1 phonics program. Across the company’s history, this has been the single most requested new product. The impetus for this request is the large, measurable gains occurring among the students receiving instruction with 95 Percent Group’s intervention materials. Having experienced what explicit, systematic, and sequential phonics instruction looks like, clients realize that their core program lacks phonics instruction grounded in the science of reading and the principles of structured literacy. Although a handful of clients have successfully used the intervention routines within their core reading block, most clients have experienced challenges adapting our phonics intervention materials for whole-class use.

Based on client feedback, this program addresses the following needs:

- Inadequate phonics instruction in many popular literacy curricula
- An excessive number of students identified for Tier 2 or 3 phonics intervention
- Inadequate teacher knowledge about the science of reading and effective phonics instruction
- Gaps in students’ phonics skill development resulting from school closures, summer breaks, etc.
- A curriculum that enables a seamless transition between in-class and remote learning without disrupting or watering down the instruction
- Digital tools to enhance instruction in any setting

Using the deep phonics expertise of our team as well as leveraging instructional strategies found in our existing phonics products, this new Tier 1 phonics program was not only developed quickly but also entirely by our educator employees. A hallmark of the curriculum is that it provides explicit routines in each of the important components of phonics instruction, including word sorting, sound-spelling mapping with and without phonics chips, word chains, and transfer to text. This program aligns with all of 95 Percent Group’s phonics assessments and intervention materials so students will have consistent gestures, chip colors, and routines between Tier 1 and intervention. New decodable text was written specifically for these lessons so that passages used in our intervention materials will be fresh for students who require extra support in Tier 2 or 3.

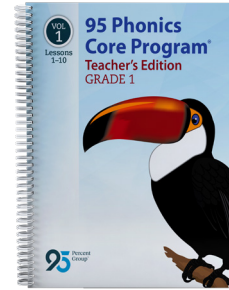
Additionally, to address the potential of school closures, the program was designed to ensure a seamless transition to remote learning without disruption in the curriculum sequence by sending the provided plastic bags home filled with Student Workbooks, manipulatives, downloaded parent instructions, and spelling lists. These materials can be used from home in unison with the Presentation files when teachers instruct students on videoconferencing platforms.

Classroom kit contents

ELEMENTS INCLUDED

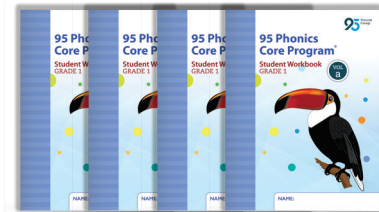
Teacher's Edition (TE)

The Classroom Kit includes 3 full-color, spiral-bound TE volumes for grade 1. Each TE volume includes 10 lessons. The back cover is a firm stock, enabling teachers to hold the book folded back to see a single page with assurance that it will not bend. The TE provides easy-to-follow lesson plans with scripts and rigorous, but engaging, routines grounded in the science of reading.



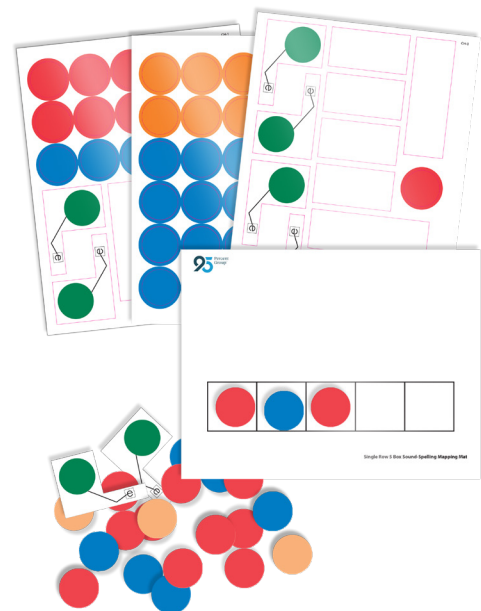
Student Workbook set (SW)

There are 4 SW volumes for the school year. Each SW volume is 50–75 pages and contains either 7 or 8 lessons with full-color covers and grayscale printing on the interior pages. Everything the student needs to participate in the lesson is contained in the workbook. This includes copies of passages that students can write on, word lists and columns for sorting words by pattern, boxes for word mapping, tables for completing word chains from teacher dictation, and designated areas to write responses to passage comprehension questions. The Classroom Kit includes SW sets for 20 students.



Student manipulatives with phonics chips

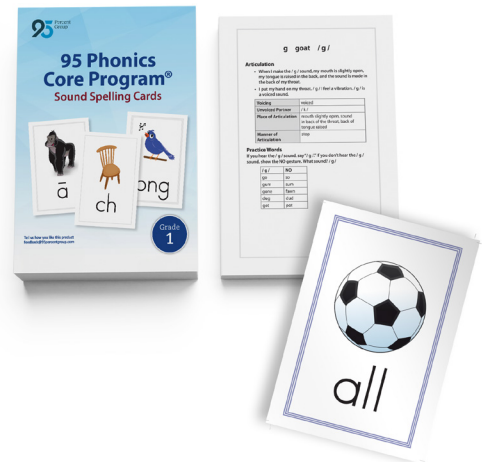
The Classroom Kit includes 20 individual student sets of phonics chips and Sound-Spelling (SS) Mapping Mats. The student chips and SS Mats are durable, laminated cardstock. Students move the colored chips into sound boxes to represent words the teacher dictates; after mapping the sounds in a word, students write the letters in the appropriate sound boxes in the Student Workbook.



ELEMENTS INCLUDED

Sound-Spelling Cards

This set of 50 cards is printed in full color on the front and grayscale on the back. The 6" x 9" cards are printed on cover stock for durability. They also have a special treatment that not only protects the cards from mold, mildew, fungi, and bacteria but also makes them easy to clean. Teachers can hold up the cards during instruction or post them around the classroom as a quick reference to remind students of the keywords and letter-sound associations. The back side of the cards contains tips and reminders for teachers as they present each sound and letter association.



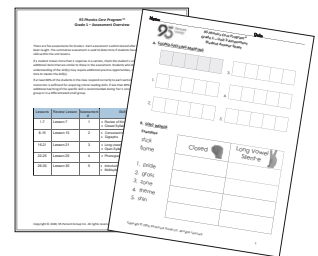
Presentation files

These 30 HTML animated files contain images to guide instruction of the 5 days in that week's lesson. Teachers access and use the Presentation files on our website either in the classroom or during remote instruction using a video conferencing platform such as Zoom or Google® Classroom. Because these files are HTML, they are accessible on any device with a current browser, including a Chromebook®.



Assessment

Teachers administer this summative assessment to the whole class to determine if students mastered the unit content. Teachers can download and copy the assessment and student forms from the Customer Portal.



Product training video and other teacher support

This one-hour training video provides an overview of the program and tips for teaching the lessons. This video is accessible on the Customer Portal by all teachers who have Classroom Kits. More extensive professional development is available either virtually or in person for an additional fee. The product's resource page on the customer portal will be updated with teacher support tips and resources including parent letters in both Spanish and English. Teachers should check back frequently for additional resources.

Scope and sequence

95 Phonics Core Program[®] Grade 1

LESSON	SKILL FOCUS	HFW*	OTHER SKILLS
Intro	K Review: letters/sounds, blending	K Review, of , his	<ul style="list-style-type: none"> Letter-sound correspondence; letter formation with stroke talk; initial sounds, word writing/blending
Short Vowel CVC	Short a (includes nasal a)	her, him	<ul style="list-style-type: none"> Phonological awareness (PA): syllables, onset-rimes, phoneme segmentation Review of K high-frequency words Instruction in CVC blending Introduction to the concept of a syllable Introduction and application of identifying a closed syllable pattern Introduction to the inflected ending <i>-ed</i> Comprehension: oral/written response
	Short i	had, some	
	Short o	as , then	
	Short e	could , when	
	Short u	were , them	
	Review: Short Vowels (a, e, i, o, and u) Administer Unit 1 Assessment	REVIEW	
Consonant Blends	Initial/Final s-blends	ask, an	<ul style="list-style-type: none"> PA: phoneme addition, phoneme segmentation Build mastery in reading/writing sound-spelling correspondences of consonant blends Introduction to reading/writing common contractions Practice applying the knowledge of the closed syllable pattern Sound-spelling mapping/reading of Dolch HFW ("heart" words) Comprehension: oral/written response
	Initial/Final l- and t-blends	over, just	
	Initial r-blends	from , any	
	Initial 3-letter blends Administer Unit 2 Assessment	how, know	
	Consonant Digraphs ch and sh	put , take	
Consonant Digraphs	Consonant Digraphs th, wh, and ck	every , old	<ul style="list-style-type: none"> PA: Phoneme manipulation (addition, deletion, and substitution) Build mastery in reading/writing sound-spelling correspondences of consonant digraphs Instruction on common contractions, possessive nouns, inflected endings <i>-er/-est</i> Sound-spelling mapping/reading of Dolch HFW ("heart" words) Introduction to decoding simple, closed multisyllable words
	Floss Rule, qu, and Final x	by, after	
	Review: Consonant Digraphs (ch, sh, th, and wh) Administer Unit 3 Assessment	REVIEW	

95 Phonics Core Program[®] Grade 1

LESSON	SKILL FOCUS	HFW*	OTHER SKILLS
16	Long Vowel Silent-e, Long a	think , let	<ul style="list-style-type: none"> PA: Phoneme manipulation (addition, deletion, and substitution) Identify silent-e vs. closed syllable words Develop the distinction between short and long vowel sounds Instruction and application of inflected endings -s, -es, -ed, and -ing Sound-spelling mapping/reading of Dolch HFW ("heart" words) Introduction to the open syllable type Introduction to decoding simple, multisyllable words with closed, silent-e, and open syllables
	Long Vowel Silent-e, Long i	going , walk	
	Long Vowel Silent-e, Long e	again , may	
	Long Vowel Silent-e, Long o	stop, fly	
	Long Vowel Silent-e, Long u	round, give	
	Long Vowel Silent-e (a, e, i, o, and u) Administer Unit 4 Assessment	REVIEW	
Phonograms	Phonograms: ang, ing, ong, and ink, ank, onk	once , open	<ul style="list-style-type: none"> PA: Phoneme manipulation (addition, deletion, and substitution within a blend) Comparison of vowels in phonograms vs. short and long vowels Continued instruction/application of inflected ending -ed and common contractions Practice in decoding simple, multisyllable words with closed and silent-e syllables
	Phonograms: ild, ind, old, olt, and ost	has, live	
	Phonograms: all, oll, and alk	thank	
	Review: Phonograms (all) Administer Unit 5 Assessment	REVIEW	
	Predictable Vowel Teams: ee, igh, oa, and oe	Grade 2 Preview	
Predictable Vowel Teams: ai/ay, oi/oy, and au/aw			
Unpredictable Vowel Teams: 2 sounds for ea and ow			
Vowel-r: ar, or, and er/ir/ur			
Simple, Closed-Closed Multisyllable Administer Unit 6 Assessment			
Introduction to Grade 2 Skills	Predictable Vowel Teams: ee, igh, oa, and oe	<ul style="list-style-type: none"> PA: Phoneme manipulation (addition, deletion, and substitution within a blend) Review: sound-spelling mapping/reading of more difficult K-1 Dolch HFW ("heart" words) Introduction to Grade 2 Dolch HFW ("heart" words) Introduction to vowel team and vowel-r syllable types Instruction on recognizing vowel teams with predictable pronunciations Instruction on decoding vowel teams with unpredictable pronunciations Application of the routine for reading multisyllable words; focus on closed syllables 	
	Predictable Vowel Teams: ai/ay, oi/oy, and au/aw		
	Unpredictable Vowel Teams: 2 sounds for ea and ow		
29	Vowel-r: ar, or, and er/ir/ur		
30	Simple, Closed-Closed Multisyllable Administer Unit 6 Assessment		

*High Frequency Words in bold italic are taught/mapped as "heart words."

Lesson sample

LESSON 17

Long Vowel Silent-e, Long i

Teacher Copies of the Passages



Passage 1 – Literary

Mike the Mime

1 When I was nine, I went to see Mike the Mime with my pops. A mime
2 is a live act who tells a tale with no lines. Mike the Mime comes to both
3 sides of the U.S. doing this fine act of his.

4 We had to drive many miles to Lake Side to get to the live act. My
5 pops did not like the long drive. My pops and I left at five to dine on the
6 best prime rib on the ride to the big act. They had a fine cloth under the
7 plates and glass cups on the side. It was the best prime rib of my life! Pops
8 got me a lime cake as a prize! Pops did not have cake, but he ate a bite
9 of mine. It was quite a hike to get to the spot in time.

10 When we got there, we stepped in line for the prime time act. We
11 filed in from the side and sat in spots five and six. Mike the Mime came up
12 on time at five to nine. He had on black and white with a line down his
13 chest. His smile shined wide, and he kept it funny all the time. My pops and
14 I could see fine, but kids on the left side strived to see the mime. I could
15 tell that my pops liked the act. He grinned all the time. On the drive back,
16 Pops kept his smile. He said that the time spent with me was prime. I want
17 to see Mike the Mime the next time he puts on his act!

Long Vowel Silent-e, Long i

bite	hike	Mike	prize	strive
dine	life	mile	ride	time
drive	like	mime	quite	white
file	lime	mine	shine	wide
fine	line	nine	side	
five	live	prime	smile	

Word Count*

272

Pattern Words

63 (23%)

* including title

Passage 2 – Informational

Bike, Hike, and Dive

1 It takes a lot of time to make the trip to Pike Lake at the top of the
2 pine hills. If you go, plan for a nine mile bike ride, a five mile hike, and a
3 lake dive. There are five steps you must take to and from the lake.

4 Step one is to map out the plan. Step two, ride the bike for nine
5 miles to the hike path. Hide the bike on the side of the drive under the big
6 pine.

7 Step three, take the path on the left to hike to the top of the hill. The
8 hike is five miles up. The path is not wide, so hike and be safe. Look out for
9 rocks so you do not slide. When you get to the top, stop to eat a bite and
10 take time to rest. A five mile hike up a hill can tire the legs.

11 Step four is the lake dive. The dive will send a shake up the spine.
12 Put on a dive mask and belt. The best spot to dive is in the lost cave. It is
13 wide and lined with lime scales on the sides.

14 Step five, wipe off and then hike back to the bike. At the end of the
15 path, you can grab the bike and ride the nine miles back. If you are wise,
16 you will have a pal pick you up and drive you back!

17 A trip to the lake takes time to plan and time to do. If you like to
18 bike, hike, and dive, it is time well spent!

Long Vowel Silent-e, Long i			
bike	hike	Pike	time
bite	like	pine	tire
dive	lime	ride	wide
drive	line	side	wipe
five	mile	slide	wise
hide	nine	spine	

Word Count*
268
Pattern Words
64 (24%)

* including title



Learning Objective

Students demonstrate understanding of the long i silent-e pattern by correctly identifying, reading, and writing pattern words in isolation and in passages.

DAY 1

Phonological Awareness Warm-Up



2 min

Today we are going to practice phoneme addition. Let's review the instructions:

- I'll say a word and you repeat it.
- Next, I'll tell you what sound to add to the word.
- Then, tell me the new word. Ready?

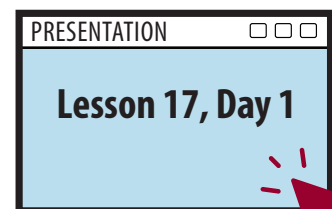
Say car: (car) Add /t/ to the end. Word?	cart	Say top: (top) Add /s/ to the beginning. Word?	stop
Say lay: (lay) Add /p/ to the beginning. Word?	play	Say sigh: (sigh) Add /t/ to the end. Word?	sight
Say burr: (burr) Add /d/ to the end. Word?	bird	Say rose: (rose) Add /f/ to the beginning. Word?	froze
Say rain: (rain) Add /t/ to the beginning. Word?	train	Say zoo: (zoo) Add /m/ to the end. Word?	zoom
Say Kim: (Kim) Add /s/ to the beginning. Word?	skim	Say oak: (oak) Add /s/ to the beginning. Word?	soak
Say key: (key) Add /p/ to the end. Word?	keep	Say pane: (pane) Add /t/ to the end. Word?	paint
Say sigh: (sigh) Add /d/ to the end. Word?	side	Say boo: (boo) Add /th/ to the end. Word?	booth
Say for: (for) Add /k/ to the end. Word?	fork	Say each: (each) Add /r/ to the beginning. Word?	reach

Phonics Pattern



6 min

Key Today we are learning to read and spell words with the long i silent-e pattern. Long vowel silent-e words have a single vowel, a single consonant, an e at the end, and the vowel sound is long. There is only 1 vowel sound in the word; however, it takes 2 vowel letters to spell it—a single i plus the silent-e. The silent-e is not pronounced.



Repeat it with me: **Long vowel silent-e words have a single vowel, a single consonant, an e at the end, and the vowel sound is long.**

The gesture for the silent-e syllable looks like a V-shape with a space between your 2 fingers.

Practice the gesture with me.



SORT WORDS

(Display ride.)

🔑 I'm going to look for the long i silent-e syllable pattern. Watch the steps I use:

1. I find the vowel letters by pointing to them. There are 2 vowel letters—i and silent-e—and there's a consonant in between them.
2. This word HAS the long i silent-e syllable pattern. The vowel sound is /ī/.

3. The gesture looks like this.
(Gesture and say "silent-e.")





4. I place the word under the /ī/ ice column.
(Don't read the word yet.)



Let's sort the next word together. I'll answer and gesture with you.

(Display rid.)



- Look at this word. What do I do first? **find the vowels**
 - Yes, let's pretend to touch the vowel letter or letters.
- How many vowel letters? **1**
- Silent-e or not silent-e? **not silent-e** (Make a NO gesture.) The word *rid* has 1 vowel letter followed by a consonant but it does not have a silent-e at the end. This word is not silent-e.
- Syllable type?  **closed**
- Vowel sound? **/i/**
- Where does this word go?  **under the /i/ itch column**

ride 

ride 

rid 

rid 

ī 	ĩ 
ride	rid



Now it's your turn. Turn to page 121 in your Student Workbook. Decide if each word is a closed or a silent-e syllable. Then, write it under the /i/ ice or /i/ itch column.

Answer Key

ride	rid
dime	dim
hide	hid
time	Tim
pine	pin
fine	fin

Routine for Word Sorting:

- Find the vowel or vowels.
- How many vowel letters?
- Pattern or not pattern?
- Syllable type?
- Vowel sound?
- Where does this word go?

1. dim
2. hid
3. dime
4. hide
5. time
6. Tim
7. pin
8. fin
9. pine
10. fine

Writing



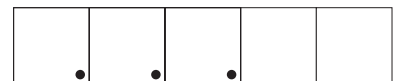
7 min

SOUND-SPELLING MAPPING

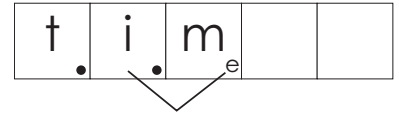
Now we're going to spell words that have the long i silent-e pattern. Watch how I use the Sound-Spelling Mapping paper. Each box holds only 1 sound.

The word is time.

- First, I finger-stretch and say the sounds: /t/ /i/ /m/ - 3 sounds
- I need 3 boxes. I tap and place a dot in the bottom right corner for each sound I hear: /t/ /i/ /m/
- Now, I write the letters that represent each sound.
 - Letter *t* in the first box
 - Letter *i* in the second box and a small silent-e in the bottom right corner of the third box
 - Letter *m* in the third box

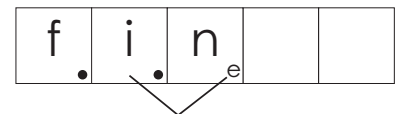
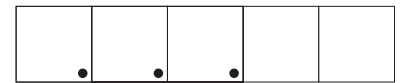


- Remember, the silent-e cannot be in a box by itself because it doesn't spell a sound—it's part of the long vowel silent-e pattern.
- Syllable type? silent-e
 - Finally, I draw a V-shape from the i to the small letter e. That helps me remember that e is working with i to spell the long i sound.
- Sounds? /t/ /ī/ /m/
- Word? time



Let's try the next word together. The word is fine.

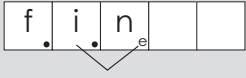
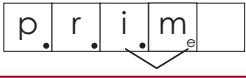
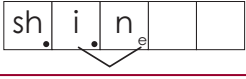
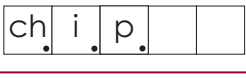
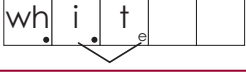
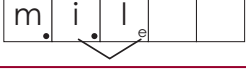
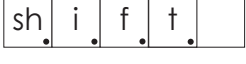
- Word? **fine**
- Finger-stretch and say the sounds. /f/ /ī/ /n/
- How many sounds? **3** How many boxes? **3**
- We need 3 boxes. We tap and place a dot in the bottom right corner for each sound: /f/ /ī/ /n/
- Now, we write the letters.
 - Which letter spells the /f/ sound? **f** Which box? **first**
 - Which letter or letters spell the long i sound? **i and silent-e**
Where do I write them? **the i in the second box and the silent-e in the bottom right corner of the third box**
 - Which letter spells the /n/ sound? **n** Which box? **third**
- Syllable type? **silent-e** How do I draw that? **a V-shape to connect the i and silent-e**
- Sounds? /f/ /ī/ /n/
- Word? **fine**



Now it's your turn. Turn to page 121 in your Student Workbook. Here are the steps:

- Finger-stretch while saying the sounds.
- Count the sounds.
- Place a dot in the bottom right corner of the boxes you'll need.
- Write the letters. Remember that each sound gets its own box.
- Draw a V-shape if the word follows the silent-e pattern.
- Whisper the syllable type and read the word to yourself.

Answer Key

Words to Dictate	Correct Answers in Student Workbook
fine	
1. prime	
2. shine	
3. chip	
4. white	
5. mile	
6. shift	

Passage Reading



5 min

PASSAGE 1 – UNDERLINE PATTERN WORDS

Now we'll practice finding long i silent-e words in a passage. Our passage today is about a boy who goes with his pops on a trip to see a mime. A mime is a person who acts something out but doesn't speak. Have you ever seen a mime?

Today we are going to look for words that have the long i silent-e pattern and underline them.

Let's look at the title of the passage. (Do not read the title.) The word *Mike* follows the pattern, so I make the V-gesture and underline it. Help me find more words to underline with the long i silent-e pattern. Hold up the V-gesture when you see another one, and I'll underline it. (Continue underlining the long i silent-e words above the black line.)



Now it's your turn. Turn to page 122 in your Student Workbook.
Here are the steps:

1. Begin at the black line and continue to the end of the passage.
2. Use your fingers to find the vowels.
3. If you find a long i silent-e word, underline it.

I'll give you a few minutes and we'll check them together.

DAY 2

Phonological Awareness Warm-Up



2 min

Today we are going to practice phoneme deletion. Let's review the instructions:

- I'll say a word and you repeat it.
- Next, I'll tell you what sound to delete, or take away, from the word.
- Then, tell me the new word. Ready?

Say cup: (cup) Delete /k/ from the beginning. Word? up	Say tribe: (tribe) Delete /b/ from the end. Word? try
Say peach: (peach) Delete /p/ from the beginning. Word? each	Say track: (track) Delete /t/ from the beginning. Word? rack
Say mate: (mate) Delete /t/ from the end. Word? may	Say tram: (tram) Delete the /t/ from the beginning. Word? ram
Say rain: (rain) Delete /n/ from the end. Word? ray	Say shame: (shame) Delete /sh/ from the beginning. Word? aim
Say farm: (farm) Delete /f/ from the beginning. Word? arm	Say Spain: (Spain) Delete /s/ from the beginning. Word? pain
Say both: (both) Delete /th/ from the end. Word? bow	Say mice: (mice) Delete /s/ from the end. Word? my
Say stow: (stow) Delete /s/ from the beginning. Word? tow	Say paid: (paid) Delete /d/ from the end. Word? pay
Say globe: (globe) Delete /b/ from the end. Word? glow	Say trick: (trick) Delete /t/ from the beginning. Word? Rick

Phonics Pattern




4 min

READING PATTERN WORDS

Review the Pattern

We're continuing to read and spell words with the long i silent-e pattern.

Repeat after me: **Long vowel silent-e words have a single vowel, a single consonant, an e at the end, and the vowel sound is long.**

- Which 2 letters spell the long i vowel sound? **a single i plus the silent-e**
- Are the 2 vowel letters side by side? **no** What type of letter is between them? **a consonant**
- Is the e at the end of the word pronounced? **no**
- Show me the gesture and say the syllable type.  **silent-e**
- What is the vowel sound? **/ī/**

Read Pattern Words

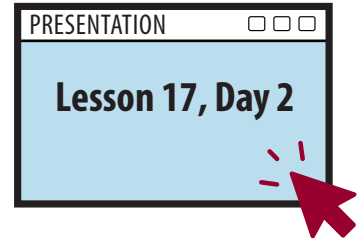
Now, we're going to read words with the closed or silent-e syllable pattern.

When I show you a word, follow these steps:

1. Find the vowel or vowels and say the number of vowel letters.
2. Say the syllable type and show the gesture.
3. Say the vowel sound.
4. Read the word.

Answer Key

Words on Presentation	
1. (2, silent-e, /ī/) - tire	6. (2, silent-e, /ī/) - slide
2. (2, silent-e, /ī/) - nine	7. (1, closed, /ī/) - wit
3. (1, closed, /ī/) - rip	8. (2, silent-e, /ī/) - stripe
4. (2, silent-e, /ī/) - whine	9. (1, closed, /ī/) - sin
5. (1, closed, /ī/) - kin	10. (2, silent-e, /ī/) - drive



Routine for Word Reading:

- Find the vowels.
- How many vowel letters?
- Syllable type and gesture?
- Vowel sound?
- Word?

1. tire
2. nine
3. rip
4. whine
5. kin
6. slide
7. wit
8. stripe
9. sin
10. drive

Writing



3 min

PATTERN AND CONTRAST WORDS

Let's practice identifying words that fit the pattern and words that do not.

Watch what I do.

(Display prime.)

The first word is prime.

- First, I find the vowels and identify the syllable type.
- I see 1 vowel letter *i*, followed by a consonant and an e.
- I place my fingers under the vowel letters. This word follows the long i silent-e pattern.
- I whisper "silent-e" while making the V-gesture.
- Then, I whisper the vowel sound /ī/.
- I place the word *prime* under the /ī/ ice column.
- Finally, I slide a finger under the word and whisper "prime."



prime

prime



Turn to page 123 in your Student Workbook. Write the words under the correct column. Let's review the steps.

1. Look at the word to decide if it is a closed or a silent-e syllable.
2. Whisper the syllable type and gesture.
3. Whisper the vowel sound.
4. Write the word under the correct column.
5. Whisper read the word.

I'll check back with you in a few minutes and then you can check your answers.

Answer Key

ī	ĩ
prime	prim
kite	kit
bite	bit
ride	rid
ripe	rip
site	sit

ī	ĩ
prime	prim

1. kite
2. bite
3. kit
4. ride
5. bit
6. rid
7. ripe
8. site
9. rip
10. sit

Writing



6 min

SOUND-SPELLING MAPPING

We've done sound-spelling mapping before so let's do one together before you begin.

The word is ripe. Word? **ripe**

- Finger-stretch the sounds in ripe. /r/ /ī/ /p/
- How many sounds? **3** How many boxes? **3**
- We need 3 boxes. We tap and place a dot in the bottom right corner for each sound: /r/ /ī/ /p/
- Now, we will write the letters.
 - Which letter spells the /r/ sound? **r** Which box? **first**
 - Which letter or letters spell the /ī/ sound? **i and silent-e** Where do I write them? **the i in the second box and the silent-e in the bottom right corner of the third box**
 - Which letter spells the /p/ sound? **p** Which box? **third**
- Syllable type? **silent-e**
 - How do I mark the silent-e syllable? **draw a V-shape**
- Sounds? /r/ /ī/ /p/
- Word? **ripe**

--	--	--	--	--

r	i	p _e		
---	---	----------------	--	--

r	i	p _e		
---	---	----------------	--	--



Now it's your turn. Turn to page 123 in your Student Workbook. Here are the steps:

1. Finger-stretch while saying the sounds.
2. Count the sounds.
3. Place a dot in the bottom right corner of the boxes you'll need.
4. Write the letters. Remember that each sound gets its own box.
5. Draw a V-shape if the word follows the silent-e pattern.
6. Whisper the syllable type and read the word to yourself.

Answer Key

Words to Dictate	Correct Answers in Student Workbook
ripe	<u>r</u> <u>i</u> <u>p</u> <u>e</u>
1. glide	<u>g</u> <u>l</u> <u>i</u> <u>d</u> <u>e</u>
2. smug	<u>s</u> <u>m</u> <u>u</u> <u>g</u>
3. stride	<u>s</u> <u>t</u> <u>r</u> <u>i</u> <u>d</u> <u>e</u>
4. slide	<u>s</u> <u>l</u> <u>i</u> <u>d</u> <u>e</u>
5. damp	<u>d</u> <u>a</u> <u>m</u> <u>p</u>
6. wide	<u>w</u> <u>i</u> <u>d</u> <u>e</u>

Passage Reading



3 min

PASSAGE 1 – READ PASSAGE

Now we'll read the passage we underlined yesterday. A mime is someone who acts something out but without any talking. Today we're going to learn about a boy's trip with his pops to see a mime. Who do you think Pops is?



Turn to page 122 in your Student Workbook. Place your finger at the beginning of the row with the number 1 in front of it. Read the pattern words with me. Remember to read only the words that are underlined.

Now it's your turn. Notice that the pattern words are underlined from yesterday. Beginning with the title, slide your finger under each word as you whisper read **ONLY** the underlined words. Then, go back to the beginning and whisper read the passage.

Comprehension



2 min

WRITTEN RESPONSE



In your Student Workbook, look at page 124. Complete the sentence about the passage. I'll give you a minute to do this, and then I'll ask for a couple of students to share what they wrote.

The kid and his pops ate _____. (RL.1.1)
(prime rib and lime cake)

DAY 3

Phonological Awareness Warm-Up



2 min

Today we are going to practice phoneme substitution. Let's review the instructions:

- I'll say a word and you repeat it.
- Next, I'll tell you what sound to substitute, or change, in the word.
- Then, tell me the new word. Ready?

Say cap: (cap) Change /p/ to /sh/. Word?	cash	Say shake: (shake) Change /sh/ to /m/. Word?	make
Say tap: (tap) Change /p/ to /b/. Word?	tab	Say track: (track) Change /k/ to /p/. Word?	trap
Say for: (for) Change /f/ to /m/. Word?	more	Say game: (game) Change /m/ to /t/. Word?	gate
Say wet: (wet) Change /w/ to /y/. Word?	yet	Say must: (must) Change /m/ to /d/. Word?	dust
Say red: (red) Change /r/ to /b/. Word?	bed	Say fade: (fade) Change /d/ to /t/. Word?	fate
Say bus: (bus) Change /s/ to /n/. Word?	bun	Say day: (day) Change /d/ to /m/. Word?	may
Say fun: (fun) Change /n/ to /s/. Word?	fuss	Say chop: (chop) Change /ch/ to /p/. Word?	pop
Say hum: (hum) Change /h/ to /g/. Word?	gum	Say like: (like) Change /l/ to /m/. Word?	Mike

Phonics Pattern

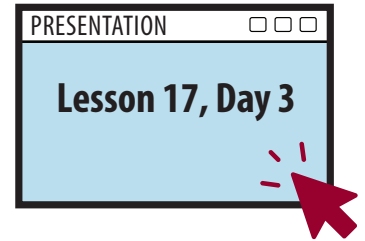


2 min

WORD READING ACCURACY

Look at the words. Let's read them together. As you read each word, hold up the closed or silent-e gesture.

bite	ripe	ride	fine
slim	bit	wide	white
dime	fin	kite	stripe
rip	slime	mile	mine
spine	slid	spin	slide



Writing



11 min

SOUND-SPELLING MAPPING WITH STUDENT PHONICS CHIPS

Today we're going to practice moving sound chips into boxes and then writing the letters to spell the words. Remember, the red chip represents the short vowel sounds and the green chip is used for the long vowel sound.

Let's do one together. Watch me move the chips and write the letters.

The first word is life. Word? **life**

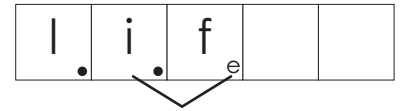
Chips

- Finger-stretch life. /l/ /i/ /f/
- How many sounds? **3** How many boxes should I dot? **3**
- First sound? /l/ Chip? **blue**
- Second sound? /i/ Chip? **green**
- Last sound? /f/ Chip? **blue**
- Sounds? /l/ /i/ /f/ Word? **life**
- Syllable? **silent-e** Vowel sound? /i/ Is it a long vowel sound? **yes**
- Let's change the green sound chip for the green silent-e chip.

Letters

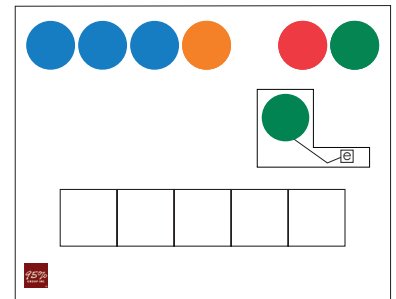
- Which letter spells the /l/ sound? **l**
- Which letter or letters spell the /i/ sound? **i and silent-e**
- Which letter spells the /f/ sound? **f**

- Is this a long i silent-e word? **yes**
- What syllable mark do I need to add? **the V-shape connecting the 2 vowel letters**
- Sounds? /l/ /i/ /f/
- Word? **life**



Now it's your turn. Get your chips and mat ready. Remember to place the consonant chips on the left side, and the vowel chips on the right side. Lay out the following chips on your mat:

- 3 blue chips
- 1 orange chip
- 1 red chip
- 1 green chip
- 1 long vowel silent-e chip



Turn to page 124 in your Student Workbook. Here are the steps:

1. I'm going to say a word.
2. You'll finger-stretch it and place dots in your workbook.
3. Then, move chips on your mat.
4. Write the letters in your workbook.
5. Finally, whisper read the word.

Answer Key

Words to Dictate	Placement of Phonics Chips on Mat	Correct Answers in Student Workbook
life		
1. five		
2. ship		
3. drive		
4. hint		
5. smile		

Routine for Chip Movement:

- **Finger-stretch sounds.**
 - How many sounds?
 - How many boxes?
 - **Dot boxes in workbook.**
- **Sound? Chip?** (repeat for each sound)
- **Which letter spells the /_/_ sound?** (repeat for each sound)
- **Word?**

Passage Reading**5 min****PASSAGE 2 – UNDERLINE PATTERN WORDS**

Now it's time to practice with a new passage. This passage is about riding a bike to a place called Pike Lake. Pike Lake is very cold where diving would be hard. Have you ever been swimming in a cold lake?

We'll underline only the long i silent-e words like we've done before. Let's begin with the title. Which is the first word to underline? **bike** (Continue with the rest of the title.)

Help me find more long i silent-e words. If you see a word with the long i silent-e pattern, hold up the silent-e gesture and I'll underline it. (Continue underlining the long i silent-e words to the black line.)



Now it's your turn. Turn to page 125 in your Student Workbook. Here are the steps:

1. Begin below the black line where none of the words are underlined.
2. Look at each word and point to the vowel or vowels.
3. If the word has the long i silent-e pattern, draw a line under it.

I'll give you a few minutes to continue underlining through the end of the passage and then we'll check them together.

DAY 4



2 min

Phonological Awareness Warm-Up

Today we are going to practice phoneme addition. Let's review the instructions:

- I'll say a word and you repeat it.
- Next, I'll tell you what sound to add to the word.
- Then, tell me the new word. Ready?

Say lane: (lane) Add /p/ to the beginning. Word?	plane	Say lap: (lap) Add /k/ to the beginning. Word?	clap
Say inch: (inch) Add /p/ to the beginning. Word?	pinch	Say cue: (cue) Add /t/ to the end. Word?	cute
Say kit: (kit) Add /s/ to the beginning. Word?	skit	Say row: (row) Add /g/ to the beginning. Word?	grow
Say bee: (bee) Add /m/ to the end. Word?	beam	Say lame: (lame) Add /f/ to the beginning. Word?	flame
Say rake: (rake) Add /b/ to the beginning. Word?	brake	Say pan: (pan) Add /t/ to the end. Word?	pant
Say add: (add) Add /h/ to the beginning. Word?	had	Say lean: (lean) Add /k/ to the beginning. Word?	clean
Say tack: (tack) Add /s/ to the beginning. Word?	stack	Say mash: (mash) Add /s/ to the beginning. Word?	smash
Say by: (by) Add /t/ to the end. Word?	bite	Say at: (at) Add /r/ to the beginning. Word?	rat



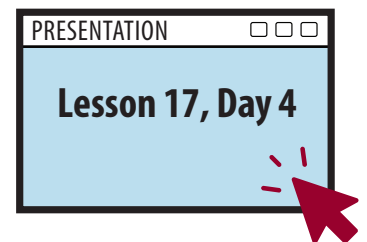
2 min

Fluency

HIGH-FREQUENCY WORDS

Display the high-frequency word grid. Prompt students by saying "Word?" at each box.

going	walk	let	think
by	after	every	old
any	there	want	how
here	who	could	over





Now it's your turn. Turn to page 126 in your Student Workbook. When I say "begin," tap under the first word and whisper it. Read across the rows until I say "stop." Circle the last word you read. If you finish before I say "stop," go up to the top and read the words again.

Note: Time students for 1 minute. Say "stop" and ask students to circle the last word that was read.

after	how	every	could
want	by	walk	think
here	our	let	who
there	going	any	over

Writing



11 min

WORD CHAINS

It's word chain time! We've done this on other days. Remember how we begin with 1 word and then spell others in a chain? We'll add, delete, or change 1 sound at a time to spell a new word.

Let's do this first one together.

The first word is slid.

Let's change slid to slide.

- Which sound changes? /i/ changes to /i/
- Which letter changes? **add a silent-e to the end**

I write the word slide under slid.

Next, I change slide to slime.

- Which sound changes? /d/ changes to /m/
- Which letter changes? **change the letter d to m**

I write the word slime under slide.

Finally, I change slime to slim.

- Which sound changes? /i/ changes to /i/
- Which letter changes? **delete the silent-e**

I write the word slim under slime.

Note: If you are writing the words on the board, make sure you build the words going down, not across.

slid
slide
slime
slim



Now it's your turn. Turn to page 126 in your Student Workbook. You'll find a spot to write 4 word chains. I'll tell you 1 word at a time and you'll write each new word below the old one. Find the page and look up when you're ready.

rip	fin	kit	dive
ripe	fine	kite	five
ride	pine	bite	fine
rid	pin	bit	fin



Routine for Word Chains:

- Change word *x* to word *y*.
 - Which sound changes?
 - Which letter(s) change?
- Write word *y* under word *x*.

Passage Reading



3 min

PASSAGE 2 – READ PASSAGE

Now it's time to read a passage. Our passage is about taking a bike ride to a place called Pike Lake. We'll learn what happens when you make a nine-mile bike ride and a five-mile hike.

First, we'll read some of the underlined words together. When you see the long i silent-e pattern in the underlined words, make the silent-e gesture and read the word. What is the long i sound? /ī/ What are the underlined words in the title? **bike, hike, dive** Read with me just the underlined words above the black line.



Now it's your turn. Turn to page 125 in your Student Workbook. Let's review the steps.

1. First, whisper read all the underlined words in the rest of the passage.
2. Then, go back to the beginning and whisper read the passage.

Comprehension



2 min

ORAL RESPONSE

Now that you've read the passage, let's talk about it.

- **Where should you hide your bike? (RI.1.1)** (on the side of the drive under the big pine)
- **Describe the inside of the cave. (RI.1.2)** (It's wide and lined with lime scales on the sides.)

DAY 5

Phonological Awareness Warm-Up



2 min

Listen carefully because today we will add, delete, and substitute phonemes in words. Let's review the instructions:

- I'll say a word and you repeat it.
- Next, I'll tell you what sound to add, delete, or substitute in the word.
- Then, tell me the new word. Ready?

Say nip: (nip) Change /n/ to /l/. Word?	lip	Say fuse: (fuse) Delete /f/ from the beginning. Word?	use
Say laid: (laid) Delete /d/ from the end. Word?	lay	Say hay: (hay) Add /z/ to the end. Word?	haze
Say pace: (pace) Add /s/ to the beginning. Word?	space	Say bloom: (bloom) Delete /m/ from the end. Word?	blue
Say ten: (ten) Add /t/ to the end. Word?	tent	Say nip: (nip) Change /n/ to /wh/. Word?	whip
Say coat: (coat) Change /k/ to /b/. Word?	boat	Say like: (like) Change /k/ to /m/. Word?	lime
Say oar: (oar) Add /s/ to the beginning. Word?	soar	Say spike: (spike) Delete /k/ from the end. Word?	spy
Say rip: (rip) Change /r/ to /s/. Word?	sip	Say so: (so) Add /k/ to the end. Word?	soak
Say pie: (pie) Add /p/ to the end. Word?	pipe	Say eat: (eat) Add /s/ to the beginning. Word?	seat

High-Frequency Words



2 min

SOUND-SPELLING MAPPING OF HEART WORDS

Today we will spell words that don't fit the patterns we've learned. Watch how I use the Sound-Spelling Mapping paper. Remember, each box holds only 1 sound.

The word is what. Word? **what**

- Finger-stretch what. **/wh/ /ŭ/ /t/**
- How many sounds? **3** How many boxes? **3** I place a dot in the bottom right corner of 3 boxes.

Watch me write the letter or letters that represent each sound.

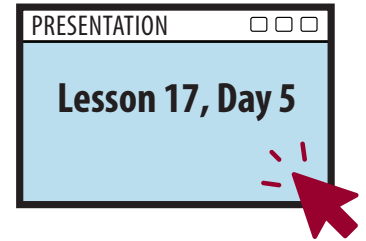
- What is the first sound? **/wh/** In this word, the **/wh/** sound is spelled with the consonant digraph *wh*. I write it in the first box.
- Next sound? **/ŭ/** In this word, the vowel sound **/ŭ/** is spelled with the letter *a*. I write it in the second box.
 - I draw a heart in the box for this 1 unexpected spelling.
- Last sound? **/t/** Which letter? **t** I write it in the third box.
- Word? **what**

Let's try another one. The word is of. Word? **of**

- Finger-stretch of. **/ŭ/ /v/**
- How many sounds? **2** I place a dot in the bottom right corner of 2 boxes.

Watch me write the letter or letters that represent each sound.

- What is the first sound? **/ŭ/** In this word, the vowel sound **/ŭ/** is spelled with the letter *o*. I write it in the first box.
- Next sound? **/v/** In this word, the **/v/** sound is spelled with the letter *f*. I write it in the second box.
- I draw a heart in both boxes because both sounds have unexpected spellings.
- Word? **of**

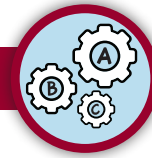


.	.	.		

wh	♥	a	t		
.		.	.		

.	.			

♥	♥			
o	f			
.	.			

Fluency**3 min****WORDS**

We've been learning to read words with the long i silent-e pattern. The vowel sound is /ī/.

Look at this word grid. Please read it aloud chorally as a class. Ready?

dive	mine	hike	bike
ride	mime	like	mile



Now it's your turn. Turn to page 127 in your Student Workbook. When I say "begin," point to the first word. Begin whisper reading across the page. If you finish before I say "stop," start at the top and read the words again.

Note: Time students for 1 minute. Say "stop" and ask students to circle the last word that was read.

like	chime	dime	hike
slide	life	dive	time
wipe	bike	pike	line
mine	wise	hive	mile

PHRASES

Next we're going to read phrases. Let's practice 4 phrases together.

on the bike	in the pines	on a hike	for nine miles
-------------	--------------	-----------	----------------



Now it's your turn. Turn to page 127 in your Student Workbook. When I say "begin," point to the first phrase and whisper it. Continue reading across the page. If you finish before I say "stop," start at the top and read the phrases again.

Note: Time students for 1 minute. Say “stop” and ask students to circle the last phrase that was read.

on the bike	will go dive	after the ride	on a hike
up the pike	over the side	from the line	into the mine
in the pines	going for a walk	under the tire	what a hike
the white kite	for nine miles	ride a bike	hide the prize

Writing



5 min

SENTENCE DICTATION



On page 127 of your Student Workbook, there are some lines to write sentences. I'll tell you a sentence. Repeat it. Then write it and we'll check it together.

First sentence: Mike and his twin are going to ride bikes. Repeat it with me. Now write it.

Now let's correct it. Look at this sentence. Place a dot under each letter and punctuation mark if you got it right. Correct it, if needed.

Second sentence: My sis said to rise and shine. Repeat it with me. Now write it. (Repeat the correction procedure above.)

Third sentence: Ike has a pretty red and white kite. Repeat it with me. Now write it. (Repeat the correction procedure above.)

Passage Reading



4 min

PASSAGES 1 & 2 – READ PASSAGES

Today, you are going to practice reading both of the passages. One was about a boy who went with his pops to see a mime performance. The second was about hiking, biking, and diving at Pike Lake.



Passage 1 is on page 122 and passage 2 is on page 125.

Comprehension

4 min

WRITTEN RESPONSE

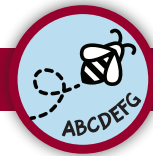
Turn to page 128 in your Student Workbook. Read both passages, then write the answers to the 2 questions for each passage in your workbook.

Passage 1: *Mike the Mime* on page 122

1. What did the kid and his pops go see? (RL.1.2) (the mime act)
2. Where did they go to dine? (RL.1.3) (a place where they had prime rib)

Passage 2: *Bike, Hike, and Dive* on page 125

1. What can you do at the top of the hill? (RI.1.1) (eat a bite and take time to rest)
2. What is step four? (RI.1.1) (A lake dive)

Spelling Test

5 min

This week we learned to read, spell, and write words with the long i silent-e pattern. Now it's time for a spelling test.

- | | |
|-----------|----------|
| 1. life | 6. while |
| 2. mile | 7. spike |
| 3. like | 8. time |
| 4. strive | 9. going |
| 5. five | 10. walk |


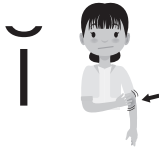
Student workbook sample

LESSON 17

DAY 1

Sort Words

Word List			
1. dim	4. hide	7. pin	10. fine
2. hid	5. time	8. fin	
3. dime	6. Tim	9. pine	

	
ride	rid

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are four sets of these lines provided for practice.

Sound-Spelling Mapping

f	i	n	e		
---	---	---	---	--	--

A bracket is drawn under the 'i' and 'n' boxes, pointing down to the first empty box in the list below.

1.

--	--	--	--	--
2.

--	--	--	--	--
3.

--	--	--	--	--
4.

--	--	--	--	--
5.

--	--	--	--	--
6.

--	--	--	--	--

Passage 1

Mike the Mime

1 When I was nine, I went to see Mike the Mime with my pops. A mime
2 is a live act who tells a tale with no lines. Mike the Mime comes to both
3 sides of the U.S. doing this fine act of his.


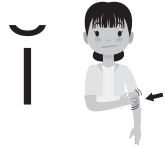
4 We had to drive many miles to Lake Side to get to the live act. My
5 pops did not like the long drive. My pops and I left at five to dine on the
6 best prime rib on the ride to the big act. They had a fine cloth under the
7 plates and glass cups on the side. It was the best prime rib of my life! Pops
8 got me a lime cake as a prize! Pops did not have cake, but he ate a bite
9 of mine. It was quite a hike to get to the spot in time.

10 When we got there, we stepped in line for the prime time act. We
11 filed in from the side and sat in spots five and six. Mike the Mime came up
12 on time at five to nine. He had on black and white with a line down his
13 chest. His smile shined wide, and he kept it funny all the time. My pops and
14 I could see fine, but kids on the left side strived to see the mime. I could
15 tell that my pops liked the act. He grinned all the time. On the drive back,
16 Pops kept his smile. He said that the time spent with me was prime. I want
17 to see Mike the Mime the next time he puts on his act!

DAY 2

Pattern and Contrast Words

Word List			
1. kite	4. ride	7. ripe	10. sit
2. bite	5. bit	8. site	
3. kit	6. rid	9. rip	

	
prime	prim

Handwriting practice lines for the words 'prime' and 'prim'. Each word is followed by four sets of three-line guides (top solid, middle dashed, bottom solid) for independent practice.

Sound-Spelling Mapping

Sound-spelling mapping for the word 'ripe'. The letters are shown in boxes: r, i, p, e, and two empty boxes. A bracket is drawn under the 'i' and 'p' boxes, indicating a digraph.

Numbered boxes for sound-spelling mapping practice:

1. [] [] [] [] []
2. [] [] [] [] []
3. [] [] [] [] []
4. [] [] [] [] []
5. [] [] [] [] []
6. [] [] [] [] []

**Read Passage – Passage 1**Go to page 122 and read *Mike the Mime*.

The kid and his pops
ate

DAY 3**Sound-Spelling Mapping with Student Phonics Chips**

1.

--	--	--	--	--

2.

--	--	--	--	--

3.

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4.

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5.

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Passage 2Bike, Hike, and Dive

1 It takes a lot of time to make the trip to Pike Lake at the top of the
2 pine hills. If you go, plan for a nine mile bike ride, a five mile hike, and a
3 lake dive. There are five steps you must take to and from the lake.

4 Step one is to map out the plan. Step two, ride the bike for nine
5 miles to the hike path. Hide the bike on the side of the drive under the big
6 pine.

7 Step three, take the path on the left to hike to the top of the hill. The
8 hike is five miles up. The path is not wide, so hike and be safe. Look out for
9 rocks so you do not slide. When you get to the top, stop to eat a bite and
10 take time to rest. A five mile hike up a hill can tire the legs.

11 Step four is the lake dive. The dive will send a shake up the spine.
12 Put on a dive mask and belt. The best spot to dive is in the lost cave. It is
13 wide and lined with lime scales on the sides.

14 Step five, wipe off and then hike back to the bike. At the end of the
15 path, you can grab the bike and ride the nine miles back. If you are wise,
16 you will have a pal pick you up and drive you back!

17 A trip to the lake takes time to plan and time to do. If you like to
18 bike, hike, and dive, it is time well spent!

DAY 4

Fluency: High-Frequency Words

after	how	every	could
want	by	walk	think
here	our	let	who
there	going	any	over

Word Chains

slid

slide

slime

slim

DAY 5 **Fluency: Words**

like	chime	dime	hike
slide	life	dive	time
wipe	bike	pike	line
mine	wise	hive	mile

Fluency: Phrases

on the bike	will go dive	after the ride	on a hike
up the pike	over the side	from the line	into the mine
in the pines	going for a walk	under the tire	what a hike
the white kite	for nine miles	ride a bike	hide the prize

Sentence Dictation

1. _____

2. _____

3. _____

**Read Passage – Passage 1**

Go to page 122 and read *Mike the Mime*.

1. What did the kid and his pops go see?

2. Where did they go to dine?

**Read Passage – Passage 2**

Go to page 125 and read *Bike, Hike, and Dive*.

1. What can you do at the top of the hill?

2. What is step four?

Assessment sample

UNIT 3

95 Phonics Core Program™
Grade 1 – Assessment Overview

There are five assessments for Grade 1. Each assessment is administered after the review lesson has been taught. The summative assessment is used to determine if students have mastered the critical skills within the unit lessons.

If a student misses more than 1 response in a section, check the student’s understanding of the skill with additional items that are similar to those in the assessment. Students who do not have full understanding of the skill(s) may require additional practice opportunities, re-teaching or additional time to master the skill(s).

If at least 80% of the students in the class respond correctly to each section, it is an indication that core instruction is sufficient for acquiring critical reading skills. If less than 80% are responding correctly, additional teaching of the specific skill is recommended during Tier 1 core instruction either as a whole group or in a differentiated small group.

Lessons	Review Lesson	Assessment #	Skills Assessed
1-7	Lesson 7	1	<ul style="list-style-type: none">• Review of Kindergarten skills• Closed Syllable
8-15	Lesson 15	2	<ul style="list-style-type: none">• Consonant blends• Digraphs
16-21	Lesson 21	3	<ul style="list-style-type: none">• Long vowel silent-e Syllable• Open Syllable
22-25	Lesson 25	4	<ul style="list-style-type: none">• Phonograms
26-30	Lesson 30	5	<ul style="list-style-type: none">• Introduction to Grade 2 skills• Multisyllable words

95 Phonics Core Program®
Grade 1—Unit 3 Assessment
Teacher Directions
(Administer after Lesson 21.)

A. SOUND-SPELLING MAPPING *RF.1.2d, RF.1.3a, RF.1.3c, L.1.2e*

You are going to spell words using sound-spelling mapping paper. Let's do the first word together. The word is broke; *She broke the glass plate.* Word? broke Let's finger-stretch broke and say all the sounds in the word. /b/ /r/ /ō/ /k/ There are 4 sounds in the word broke. (Model the steps for sound-spelling mapping as the students mark it on their paper.) Tap a box for each sound and place a dot in the bottom right corner of each box. Now let's write the letters that spell each sound. What is the first sound? /b/ Which letter spells the /b/ sound? b Write the letter b in the first box. What is the second sound? /r/ Which letter? r Write the letter r in the second box. What is the third sound? /ō/ Which letter or letters spell the /ō/ sound? o and silent-e Write the vowel letter o in the third box and a small silent-e in the fourth box. What's the last sound? /k/ Which letter? k Which box? fourth Remember, the silent-e cannot be in a box by itself because it doesn't spell a sound – it's part of the long vowel silent-e pattern. What syllable type is this word? silent-e How do I mark that? a V-shape to connect the o and the silent-e

Now it's your turn. I'll say a word. 1) Repeat the word. 2) Finger-stretch while saying the sounds to yourself and place dots in the boxes. 3) Then, write the letter or letters that spells each sound. Remember that each sound gets its own box. 4) Draw a V-shape if the word follows the silent-e pattern. 5) Finally, read the word.

Example: *broke*

1. stripe
2. flips
3. chase
4. note
5. back

b	r	o	k _e		
s	t	r	i	p _e	5
f	l	i	p	s	5
ch	a	s _e			3
n	o	t _e			3
b	a	ck			3

Scoring: Award 1 point for each correctly spelled sound, placed in the correct box. No points are deducted for missing dots in the boxes or missing the V-shape under the silent-e pattern.

Example: Student receives 2 out of 3 points for note if the third box is missing the small silent-e (*n-o-t*).

Total points: 19

B. SORT WORDS *RF.1.3b, RF.1.3c*

Now, you will identify words that have the closed or long vowel silent-e syllable patterns. Look at the example word, stick. Find the vowel letter or letters and gesture the syllable type. The vowel letter in the example word is i. There is 1 vowel letter i followed by 1 or more consonants, closing in the vowel letter. This is a closed syllable. (Gesture and say "closed".) Let's write the word stick in the closed column. (Model the process of writing the word stick in the closed syllable column while the students write it on their paper.) Let's try one more. The word is flame. Find the vowel letter or letters and gesture the syllable type. The vowel letters are a and e. (Point to the vowel letters a and e with your fingers in a V-shape.) This word has 1 vowel, 1 consonant, and an e at the end. This is a silent-e syllable. (Gesture and say "silent-e".) Let's write the word flame in the long vowel silent-e column.

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Grade 1—Unit 3 Assessment
Teacher Directions
(Administer after Lesson 21.)

Now, it's your turn. Identify if each word follows the closed or long vowel silent-e syllable pattern and write the word in the correct column. Check your response by pointing to the vowel or vowels, gesturing the syllable type, saying the vowel sound, and reading the word to yourself.

Examples: <i>stick</i> <i>flame</i> 1. pride 2. grass 3. zone 4. theme 5. shin	Closed	Long Vowel Silent-e
	stick	flame
	grass 2	pride 2
	shin 2	zone 2
		theme 2

Scoring: Award 1 point for each correctly sorted word and 1 additional point if the word is spelled correctly. Each word is worth a total of 2 points.

Example: Student receives 1 out 2 points possible if the word theme is sorted correctly but is misspelled as them.

Total points: 10

C. SENTENCE DICTATION L.1.1b, L.1.2b, L.1.2d, L.1.2e

Now, you are going to write one sentence on your paper using correct spelling and punctuation. I'll say the sentence and you will repeat it. Then, you will have time to write the sentence on your paper. Here's the sentence:

The game ended in an upset win. (9)

Say it with me. **The game ended in an upset win.** Repeat the sentence one more time. **The game ended in an upset win.** Now write it. If you forget a word, raise your hand and I will tell you.

Scoring: Award 1 point for each correctly spelled word in the sentence, 1 point for a capital letter at the beginning of the sentence, and 1 point for correct ending punctuation.

Examples: 1) Do not deduct points if the word upset is written as two separate words (up set). 2) Deduct a point if the word an is missing the letter n.

Total points: 9

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Grade 1—Unit 3 Assessment
Teacher Directions
(Administer after Lesson 21.)

D. PASSAGE READING AND COMPREHENSION *RL.1.1, RF.1.3b, RF.1.3g, RF.1.4a*

Read the passage to yourself. After you are done reading the passage, read each question and write your answer in a complete sentence. (Prior to students reading the passage, present the pronunciation of the word *king*. Students will not have instruction on the phonogram *ing* until Lesson 22.)

King Blake

King Blake was not a king that smiled much. He was a wise man who chose to rule with the help of his pal, Duke Steve. One time, Duke Steve planned a lunch for King Blake and sent an invite to all those that liked him. In the end, King Blake smiled and had a good time at the lunch.

1. Who helped King Blake rule? **Duke Steve helped King Blake rule. (2)**
2. What made King Blake smile? **He smiled when he had a good time at lunch. (2)**

Scoring: Student is awarded 2 points for each correct response written in a complete sentence (1 point for correct answer, 1 point if the answer is written in a complete sentence).

Total points: 4

Example for Q1:

Answer: *Duke Steve* (Student receives 1 out of 2 points for question #1. Although the response is correct, it is not written in a complete sentence.)

Example for Q2:

Answer: *He smiled at lunch.* (Student receives 2 out of 2 points for question #2. Although the response is not detailed, it is correct and is written in a complete sentence.)



95 Phonics Core Program®
Grade 1—Unit 3 Assessment
Student Answer Sheet

A. SOUND-SPELLING MAPPING

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3.

--	--	--	--	--

1.

--	--	--	--	--

4.

--	--	--	--	--

2.

--	--	--	--	--

5.

--	--	--	--	--

B. SORT WORDS

Examples:

stick

flame



1. pride

2. grass

3. zone

4. theme

5. shin

Closed 	Long Vowel Silent-e 



95 Phonics Core Program®
Grade 1—Unit 3 Assessment
Student Answer Sheet

C. SENTENCE DICTATION

Blank handwriting lines for sentence dictation, consisting of three sets of solid top and bottom lines with a dashed midline.

D. PASSAGE READING AND COMPREHENSION

King Blake

King Blake was not a king that smiled much. He was a wise man who chose to rule with the help of his pal, Duke Steve. One time, Duke Steve planned a lunch for King Blake and sent an invite to all those that liked him. In the end, King Blake smiled and had a good time at the lunch.

1. Who helped King Blake rule?

Blank handwriting lines for the answer to question 1, consisting of three sets of solid top and bottom lines with a dashed midline.



95 Phonics Core Program®
Grade 1—Unit 3 Assessment
Student Answer Sheet

2. What made King Blake smile?

Handwriting practice lines for the answer. Each set consists of a solid top line, a dashed middle line, and a solid bottom line. There are four such sets of lines provided for the student to write their answer.

Sound-spelling card list

Grade 1 – Sound Spelling Card List

CARDS Listed Alphabetically	KEYWORD	CARD #
a (long)	ape	27
a (short)	apple	5
alk	chalk	48
all	ball	49
ang	hang	37
ank	bank	40
b	ball	13
c	cat	11
ch	chair	29
ck	sock	33
d	dog	7
e (long)	equal	34
e (short)	echo	20
f	fish	2
g	goat	12
h	hand	8
i (long)	ice	28
i (short)	itch	10
ild	child	43
ind	rind	44
ing	ring	38
ink	wink	41
j	jet	18
k	kite	17
l	leaf	9
m	mouse	16
n	nest	1
o (long)	ocean	35
o (short)	octopus	15
old	gold	45
oll	troll	50
olt	bolt	46
ong	song	39
onk	honk	42
ost	post	47
p	pig	3
q	queen	21
r	rug	22

CARDS Listed Alphabetically	KEYWORD	CARD #
s	sun	6
sh	shoe	30
t	toe	4
th	thumb	31
u (long)	Ruby / unicorn	36
u (short)	up	25
v	van	23
w	wig	14
wh	whale	32
x	box	26
y	yo-yo	24
z	zipper	19

Alignment to CCSS foundational skills

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Grade 1 correlated to the
Common Core State Standards for English Language Arts,
Reading: Foundational Skills (2010), Grade 1

Standard	Descriptor	Citations
Reading Standards: Foundational Skills		
Print Concepts		
RF.1.1	Demonstrate understanding of the organization and basic features of print.	
RF.1.1a	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	TE: 410, 434, 458
Phonological Awareness		
RF.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
RF.1.2a	Distinguish long from short vowel sounds in spoken single-syllable words.	TE: 392-394, 401-403, 464-466, 470-471, 473-475, 406, 477-478, 501
RF.1.2b	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	TE: 17-18, 22, 26-27, 31, 36 SW: Vol a: 1-5
RF.1.2c	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	TE: 16-17, 21, 25-26, 30-31, 35, 140, 145, 150, 154, 157, 164, 168-169, 173, 179, 183, 262, 267, 272, 276, 279
RF.1.2d	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	TE: 140, 145, 150, 154, 157, 164, 168-169, 173, 179, 183, 262, 267, 272, 276, 279
Phonics and Word Recognition		
RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.	
RF.1.3a	Know the spelling-sound correspondences for common consonant digraphs.	TE: 286-288, 292-293, 298, 312-314, 318-319, 324, 360-363, 368, 373-374 SW: Vol b: 80, 82-83, 88, 90-91, 99, 103, 105, 107; Vol c: 113, 115-116

Standard	Descriptor	Citations
RF.1.3b	Decode regularly spelled one-syllable words.	<p>TE: 41–43, 47–49, 54, 69–70, 74, 93–94, 98, 117–118, 122, 141–142, 146, 164–166, 169–170, 190–192, 195–196, 197–199, 201–203, 211, 214–218, 219–220, 222–223, 225–227, 235, 238–242, 243–244, 249–251, 259, 262–266, 267–268, 269–271, 273–274, 283, 390–394, 396, 398, 401–403, 411, 414–418, 420, 422, 425–426, 435, 438–442, 444, 446, 449–451, 459, 462–466, 468, 470, 473–474, 483, 486–490, 492, 494, 497–498, 507, 510–513, 517, 521–522, 523–524, 538, 728–731, 734–735, 740</p> <p>SW: Vol a: 8–9, 13, 15–16, 20, 22–23, 27, 29–30, 34, 35–36, 42, 44–46, 49;</p> <p>Vol b: 51, 53–54, 58, 60–61, 66, 68–69, 73, 75–76, 80, 82–83, Vol c: 113, 115–116, 121, 123–124, 129, 131–132, 137, 139–140, 145, 147–148, 153, 156, 161; Vol d: 221, 223</p>
RF.1.3c	Know final -e and common vowel team conventions for representing long vowel sounds.	<p>TE: 390–394, 396, 398, 401–403, 414–418, 420, 422, 425–426, 438–442, 444, 446, 449–451, 462–466, 468, 470, 473–474, 486–490, 492, 494, 497–498, 510–513, 517, 521–522, 523–524, 651–654, 657, 659–660, 663–664, 666–667, 676–680, 683, 685–686, 688–689, 692–693, 703–707, 709–710, 712, 715–716, 718–719</p> <p>SW: Vol c: 113, 115–116, 121, 123–124, 129, 131–132, 137, 139–140, 145, 147–148, 153, 156, 161; Vol d: 197, 199–200, 205, 207–208, 213, 215–216</p>
RF.1.3d	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	<p>TE: 176–178, 518–520, 525–527, 627–629, 635, 743–745, 757–759, 764–766, 775–777</p>
RF.1.3e	Decode two-syllable words following basic patterns by breaking the words into syllables.	<p>TE: 527–529, 533–534, 743–745, 747–749, 756–759, 762–765, 768</p> <p>SW: Vol c: 158, 161; Vol d: 226, 229, 231–232, 235</p>
RF.1.3f	Read words with inflectional endings.	<p>TE: 513, 519, 520, 621</p>
RF.1.3g	Recognize and read grade-appropriate irregularly spelled words.	<p><i>Students decode irregularly spelled words in the High-Frequency Words activities throughout all lessons of the Teacher’s Edition. Representative examples listed below:</i></p> <p>TE: 18, 23, 107, 155, 204, 276, 301, 306–307, 405, 453, 476, 557, 606, 666, 691, 772</p> <p>SW: Vol a: 10, 17, 24, 31, 39, 47; Vol b: 55, 63, 70, 77, 85, 93, 100; Vol c: 118, 126, 134, 142, 150, 168, 176; Vol d: 184, 202, 210, 218, 234</p>

Standard	Descriptor	Citations
Fluency		
RF.1.4	Read with sufficient accuracy and fluency to support comprehension.	
RF.1.4a	Read on-level text with purpose and understanding.	<p><i>Students read grade-appropriate texts in the Passage Reading activities in the Teacher’s Edition and Student Workbook. Representative examples listed below:</i></p> <p>TE: 53, 88, 105, 120, 194, 210, 278, 308, 371, 430, 475, 531, 564, 631, 724, 746, 778</p> <p>SW: Vol a: 7, 14, 28, 44; Vol b: 54, 67, 76, 92; Vol c: 117, 125, 138, 155; Vol d: 183, 198, 209, 222</p>
RF.1.4b	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	<p><i>Students read grade-appropriate texts in the Passage Reading activities in the Teacher’s Edition and Student Workbook. Representative examples listed below:</i></p> <p>TE: 53, 88, 105, 120, 194, 210, 278, 308, 371, 430, 475, 531, 564, 631, 724, 746, 778</p> <p>SW: Vol a: 7, 14, 28, 44; Vol b: 54, 67, 76, 92; Vol c: 117, 125, 138, 155; Vol d: 183, 198, 209, 222</p>
RF.1.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<i>This standard is addressed in Grades 2 and 3.</i>

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